



TROEDYRHIW
COMMUNITY PRIMARY

2024-25

Annual REPORT TO PARENTS

PREPARED BY
CHAIR: DENISE MORGAN
GOVERNING BODY
OF TROEDYRHIW
PRIMARY

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TROEDYRHIW COMMUNITY PRIMARY

Annual Report to Parents

A message from the Chair of Governors

Dear Parents and Carers,

On behalf of the Governing Body, I am pleased to introduce our Annual Report, which provides a comprehensive overview of the past academic year. Inside, you will find information about our curriculum, policies on additional learning needs, staffing, finances, and a celebration of key school events that have shaped our year.

We are immensely proud of the school's achievements and the unwavering commitment of our staff to support every pupil in their learning journey. High standards in teaching and learning remain at the heart of our success, and governors have seen this first-hand through book looks and learning walks. These visits consistently show strong progress and engagement across all classes, reflecting the dedication and expertise of our teaching team.

While we celebrate these successes, we must also acknowledge the financial challenges faced by the school. Despite these pressures, we have worked hard to maintain quality provision for all pupils. We are deeply grateful to parents and carers for supporting fundraising events—especially knowing that many families are managing their own financial challenges. Your generosity and involvement make a real difference, and we thank you sincerely for standing with us.

As governors, we remain committed to working closely with staff and families to ensure that our school continues to thrive. Thank you for your ongoing support and partnership in making our school a place where every child can succeed.

Together, we will continue to **Believe, Achieve and Shine Bright**—reflecting our shared ambition for all pupils.

Best wishes,

Mrs Denise Morgan

Chair of Governors



TROEDYRHIW COMMUNITY PRIMARY

Annual Report to Parents

A message from the Headteacher

Dear Parents and Carers,

As we reflect on another successful year, I want to take this opportunity to express my heartfelt thanks to everyone who contributes to making our school such a special place.

First, a sincere thank you to our governing body and volunteers, whose support is truly invaluable. From listening to pupils read, accompanying school trips, and helping with gardening projects, your time and dedication enrich the experiences of our children. A special mention goes to Derrick, whose incredible work in transforming our garden has created a space that now supports the curriculum and promotes pupils' wellbeing—a lasting legacy for our school community.

I would also like to acknowledge our teachers and support staff for their ongoing commitment and dedication to teaching. Their willingness to reflect on practice, engage with new research, and embrace technologies that enhance learning ensures that our pupils receive the very best education. Our senior leadership team continues to collaborate widely—working with other schools in our cluster and the local authority, supporting trainee teachers, and engaging in research to strengthen the teaching profession. This outward-facing approach helps us improve our own skills and share best practice across the sector.

We remain ambitious for our pupils, maintaining high standards and regularly reviewing our progress to ensure continuous improvement. Thank you to parents and carers for your support—whether through encouraging your child's learning or contributing to fundraising events. We know that for some families this is not easy, and your generosity is deeply appreciated.

Finally, and most importantly, thank you to our pupils. Your hard work, enthusiasm, and ambition make our school the vibrant, welcoming place it is. You truly help us live our vision every day. Together, we will continue to Believe, Achieve and Shine Bright, ensuring every child has the opportunity to flourish.

Best wishes,
Mrs Jacqui Roome
Headteacher



TROEDYRHIW COMMUNITY PRIMARY

Annual Report to Parents

Our whole school vision and mission statement aligns to the Curriculum for Wales as well as our school values. Our school motto, '**Believe, Achieve and Shine Bright**' continues to direct our everyday practices.

Vision Statement

At Troedyrhiw Community Primary we can all shine if we 'Believe, Achieve and Shine Bright'. We want to empower everyone to be shining STARS

We want our children to develop as:

- **S**kilful, knowledgeable and ambitious learners
- **T**alented, creative and innovative learners
- **A**ctive, happy, healthy individuals who are confident in their own self-worth
- **R**esponsible, rights respecting learners who co-operate in partnerships locally and in the wider world.
- **S**uccessful and resilient life-long learners who aspire to be shining stars.

Mission Statement

In order to fulfil our vision we will strive to bring out the best from each child and provide opportunities for success for every one of them. We will provide a high standard of education and equip our children with the necessary skills to enable them to become confident, independent and life-long learners. We will ensure all staff are well trained and are able to motivate and inspire our learners to believe, achieve and shine bright.

The aims of our school curriculum are:

- To provide a happy, caring, safe environment where everyone feels secure and valued.
- To foster positive behaviour, self-discipline with a sense of respect and responsibility.
- To develop a positive attitude towards learning, so that all pupils and staff are self-motivated and ambitious learners.
- To provide a high quality, stimulating and challenging environment that enables all learners to achieve their potential.
- To recognise and nurture the potential in each and every person in our school.
- To forge strong links between home, school and the community.
- To give our children a sense of pride in their Welsh identity.
- To develop in our children respect for the diversity in multicultural society in which we live.
- To offer equality of opportunity to everyone within the school.

Our Values:

FRIENDSHIP	HONESTY	COOPERATION
HAPPINESS	RESPONSIBILITY	INDEPENDENT
COURAGE	RESILIENCE	RESPECT
TRUST	CARING	





TROEDYRHIW COMMUNITY PRIMARY

Annual Report to Parents

'Believe, Achieve and Shine Bright'

Securing School Improvement at Troedyrhiw Community Primary

Positive Partnerships

At Troedyrhiw Community Primary school (TCPS) we recognise the importance and value of developing **positive relationships** with our whole school community. We understand that if we are to be successful as a team we need to **respect, value, appreciate and trust** one another. Everyone involved within our community has a voice, has a contribution to make, that we will value and consider when developing our whole school priorities.

Who makes up our school community?

Our pupils

Our families

Our community members

Our staff (teachers, support staff, mental health practitioners, temporary / agency staff, administrative staff, caretakers, cooks, cleaners, dining rooms assistants).

Advisors - external, local authority and consortia based (including Improvement Partners), ESTYN.

Governors (representing parents, community, local authority, councillors)

Professional agencies (including Early Help Hub, Social Services, Educational Psychologists, Speech Therapists, Occupational Therapist)

How do we gather everyone's views and suggestions?

Listen - we listen and use feedback from our school community. This includes informal and formal feedback.

Questionnaires - parent, pupil and governors questionnaires are used throughout the year. This is to gather information on how well we are doing and what we could do to improve. These are taken throughout the year to ensure we get a balanced approach of whole school activities. This year we will widen the use of formal questionnaires to ensure **professional agencies make formal contributions** (currently informal feedback from meetings).

Assessment information - Throughout the year we use a **range of assessment data** to inform us - what is working well, what could be improved. Examples of data includes:

- information on attendance
- after school club participation
- literacy (reading, spelling, oracy, writing)
- numeracy assessments,
- cognitive assessments

Assessments are used in various ways to help us gather a clear picture of the school's work and progress linked to pupils achievements / progress.

How do we decide on the school's priorities?

As soon as all the above is collated we begin to decide what the priorities will be for the academic year. These school priorities are written to create a **School Development Plan (SDP)**. Within the SDP we identify the overall priorities and then break these down into actions. We plan how these actions will be completed to ensure the priorities are met. From time to time, due to on-going monitoring and evaluation, priorities may be amended. This is to ensure these are purposeful and that we are able to meet them and therefore make a positive difference to the pupils.



TROEDYRHIW COMMUNITY PRIMARY

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'Believe, Achieve and Shine Bright'

School Development Plan 2024-25

What did we focus on improving in 2023-24?

PRIORITY 1: Improve provision for younger pupils to develop as independent and creative thinkers and learners

1.1 To improve teacher knowledge and understanding of enabling environments.

1.2 To improve independence and creative thinking and learning in younger learners.

1.3 To develop monitoring and coaching systems across the school to develop enabling environments and support independence and creative thinking.

- All FP staff have completed online module training linked to enabling adults (HWB)
- All staff attended INSET day linked to outdoors learning and use of environments to support curriculum and independent learning
- Audit of provision completed and changes made including storage to support access of resources for outdoor lessons, review of continuous provision, role of adults..
- Strengthening teacher and support staff observations to ensure focus is on skills as well as metacognition - pupil resilience, tackling unfamiliar tasks, sustained concentration.
- SLT monitoring of standards and provision to ensure adults in classes develop their role as facilitators of learning. Staff also involved in self-evaluation processes, reflecting on own practice and steps for improvement / development.

PRIORITY 2: Improve the provision for outdoor learning to provide authentic learning experiences for pupils

2.1 Strengthen outdoor learning opportunities for pupils to develop their cross-curricular and integral skills

- INSET day - outdoor learning focus helped to improve provision. Planning improved to ensure weekly opportunities for KS2 and daily for FP.
- SLT visited Llanishen Fach - a few ideas regarding storage and use of outdoor buildings.

PRIORITY 3: Curriculum Design

3.1 To embed diversity and inclusion principles across all areas of the curriculum

3.2 To promote understanding, empathy, and respect for differences among pupils

3.3 To empower pupils to take ownership of celebrating diversity within the school community

- Curriculum planning reviewed and added section 'Diversity' to ensure planned opportunities throughout the year.
- Debating society project in Year 6 linked to exploring diversity. This is ongoing.
- Advisory work supported review of school curriculum and school environments. Recommendations to improve displays and increase diversity and inclusion presentation. School audits are now used to review learning environments to improve. This has also included an audit of books and purchasing of books that represent different families, race and religion.

PRIORITY 4: Improve whole school attendance

4.1 Promote the importance of attendance through curriculum design

4.2 Revise policies and systems for tracking pupil attendance

4.3 Engage with target families regularly to reduce the number of persistent absentees

- Whole school bank system as a reward system for good attendance successful with pupils and appears to be having a positive impact. Current rolling attendance is 94% (increased from 92% last year). However, limited impact on pupils who are persistent absentees.
- Appointed a clerk and this helps with first call responses (capacity limited previously).
- All staff have a targeted list of pupils and help with the promotion of attendance. In To Win weekly reward system demonstrates pupils have positive attitudes to attendance and enjoy the challenge of the game.
- Persistent absentees 2023-24 = 25.95% (90% and below); current 24.84%
- Attendance 2023-24 = 92.53%, current = 94.48%



TROEDYRHIW COMMUNITY PRIMARY

Annual Report to Parents

'Believe, Achieve and Shine Bright'

School Development Plan 2025-26

What are we trying to improve this year?

PRIORITY 1: Strengthen the teaching and learning of mathematics.

- 1.1 Develop a deeper understanding of pupils' number skills
- 1.2 Design a coherent, high-quality mathematics curriculum aligned to Curriculum for Wales and White Rose Maths

PRIORITY 2: Introduce British Sign Language (BSL) as a recognised international language.

PRIORITY 3: Embed empathy and emotional literacy across the school to support wellbeing, emotional development, and a whole-school culture of care

- 3.1 Provide clear strategic leadership for the Empathy Lab initiative
- 3.2 Integrate empathy-based learning across the curriculum
- 3.3 Develop pupil participation, staff development, and an enabling ethos around empathy
- 3.4 Embed a consistent approach to support pupils' emotional regulation

PRIORITY 4: Strengthen pupils' digital competencies

- 4.1 Implement a safe, ethical, and effective use of AI tools to enhance teaching, learning and planning in accordance with Estyn guidance.
- 4.2 Ensure pupils apply their DCF skills purposefully across the curriculum and can confidently identify and articulate the digital skills they are developing.

SUBSIDIARY ACTION PLANS

1. LLC: Sustain effective practices in pupils' oracy skills through Voice 21
2. LLC: Further refine strategies to improve pupils' spelling skills
3. Community Focus Schools: Extend learning opportunities for the community.
4. Independent and Creative Thinkers: Continue to embed and strengthen curriculum design and pedagogy to develop pupils' creative and independent skills.
5. Attendance: Continue to improve attendance.



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Our Governing Body

The Governing Body and Headteacher share responsibility for the strategic management of Troedyrhiw Community Primary, acting within the framework set by national legislation and by policies of the Local Authority (LA). While the LA is the employer of staff, the Governing Body and Headteacher have separate and particular responsibilities for the selection and management of staff. The internal management of the school is the responsibility of the Headteacher. The full Governing Body meets at least once a term, usually more frequently. In addition, sub-committees meet regularly to discuss specific issues. The minutes of Governing Body meetings are available from the clerk to governors, Mrs Laura Hopkin at Merthyr Tydfil LA Governing Body Support. The Governing Body for our school is outlined below. A full list of Governor structure can be provided on request.

Chair of Governing Body

Mrs D Morgan

Vice Chair

Mr L Matuszczyk

Headteacher

Mrs J Roome

Teacher Governor

Miss R Evans

Non-Teaching Staff Governor

Miss C King

Parent Governors

Mr P Snare
Mrs G Henwood
Mrs L Davies
Mrs S Bailey

Co-opted LA Governors

Mr S Baber
Mr T Evans
Mr R James

Community Governors

Mr L Matuszczyk
Mrs D Morgan
Mrs J Wells

Clerk to the Governors

Mrs L Hopkin
Mrs E France (finance)



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CLASSES FOR SEPTEMBER 2025

Classes

Nursery / Reception :

The nursery class will be named '**pabi cymreig**' meaning 'Welsh poppy' and Reception aged pupils '**clychau'r gog**' meaning bluebells. flower. Mrs R Jones will be the teacher supported by Miss K Jones and Mrs L Davies

Year 1:

This class will be named '**dosbarth eirllys**' meaning 'snowdrop'. Miss H Richards will be the class-teacher, supported by Mrs C King.

Year 2:

This class will be named '**dosbarth cennin pedr**' after the daffodil flower. Mrs C Davies will be the teacher, supported by Mrs J Hughes.

Year 3:

This class will be named '**dosbarth celyn**' meaning 'Holly'. Mrs H Jackin will be the teacher.

Year 4:

This class will be named '**dosbarth onnen**' meaning 'ash'. Mr M Mee will be the teacher.

Year 5:

This class will be called '**dosbarth helyg**' meaning 'willow'. Mrs James will be the teacher 3 days per week. Mrs O'Brien will be the teacher 2 days per week.

Year 6:

This class will be called '**dosbarth derwen**' meaning 'oak'. Mrs K Jones will be the teacher for the autumn and spring term. Miss R Evans will return from maternity leave for the summer term.

Additional Learning Needs

Miss H Richards (Nursery - Year 2) and Mrs H James (Year 3 - 6) are the school's Additional Learning Needs Co-ordinators.

For those pupils who receive additional support, parents /carers will be informed directly.

Additional Staff

- Mrs J Rosser - PPA and Intervention Lead
- Mrs G Henwood - Interventions
- Mrs D Callan - Interventions
- Miss Emily Jones - FP Clerk
- Mrs Lisa Williams - KS2 Clerk
- Mr A Martin - Caretaker
- Mrs M Jones - School Counsellor

Troed-y-rhiw Community Primary

We have decided to name our classes this year after flowers and trees. Troed-y-rhiw translated into English means 'foot of the hill' and our classes will reflect flowers and trees.

The first week in autumn term will be used to find out about these plants, their meanings and symbolism



OTHER NEWS FOR SEPTEMBER 2025

British Sign Language

We are really excited to announce that starting from September we will be employing a British Sign Language (BSL) teacher for one day per week (Tuesdays).

The teacher will support the teaching and learning of BSL in all classes and extend training for all staff after school.

Curriculum Reform In Wales outlined a requirement for all primary schools to introduce international languages. As a school we have afforded pupils the opportunity to develop French and Italian skills. Next year, we have selected BSL as our international language.

For those interested, please follow the links below for further information.

<https://hwb.gov.wales/curriculum-for-wales/languages-connect-us-british-sign-language-bsl/>

School Hours and Lunch times

School start and finish times will remain the same.

Breakfast Club is FREE to all pupils from Reception to Year 6. Entry is 8am – 8.30am. All Foundation Phase age pupils must be signed in by an adult.

Entry – 8.45 – 8.55am

Start: 8.55am (doors open from 8.45am)

Finish: Nursery – Year 2 – 3.15pm
Year 3 – 6 – 3.20pm

Lunchtime: All pupils will have lunch from 12pm to 12.55pm.

Parents PTA Volunteer Group

We are hoping to set up a PTA group in September to help with fundraising events and grant applications. If you are interested please email Mrs Williams on office@troedyrhiw.merthyr.sch.uk



TROEDYRHIW COMMUNITY PRIMARY

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'Believe, Achieve and Shine Bright'

Troedyrhiw Community Primary - Financial Report 2024-25

	Budget	Actual
Details		
Employed Related Expenses		
Teaching staff	£1,107,038.00	£1,092,622.11
Support staff		
Premises Related Expenses		
Repairs and Maintenance	£16,352	£16,230.84
Electric	£21,405	£16,230.84
Gas	£18,631	£18,129.33
Water	£5,820	£5,370.52
Telephones	£1,000	£583.50
Cleaning & cleaning Materials	£1,000	£1,563
Disposal of waste	£2,874	£2,155.69
Other (inc. premises insurances	£2,874	£2,155.69
Supplies and Services Expenses		
Teaching resources & general resources	£25,000	£31,498.60
Grant (PDG & EIG Resources)	£10,186	£10,186
Gross Expenditure		
Formula Income	£1,052,174	£1,052,174.35
School Balance	£9,651	£9,651.29
Other Income	£3,062	£4,685.20
Grants Income	£62,957	£62,956.60
Rates	£14,975	£14,975.15
TOTAL NET EXPENDITURE	£1,352,736	£1,312,840.75
Total balance of 31 st March 2025	£38,302.00	£88,960.73

School Equity Grant 2024 - 25

This grant includes Pupil Development Grant, Attendance, Community Focus Schools and Children Looked After.

Allocated amount: £62,956 (fully spent at end of financial year 2025)

The grant is used to support disadvantaged and vulnerable learners. The focus in 2024/25 was the same from previous years and included the following support programmes:

Literacy interventions to develop pupils' speech and language, reading and writing

Numeracy interventions to develop number / numeracy skills.

ELSA / School Counsellor / Pupil Mentoring - to support pupils' mental health and well-being.



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Attendance

As a school we have continued to struggle to achieve attendance rates above 95%. Despite several initiatives, overall, rates of attendance are lower than expected. Largely, we have groups of pupils / families whose low attendance generally affects the rates of the whole school. We continue to work with our families to identify barriers to attending school regularly. This is having a positive impact on a few families. Attendance continues to be a focus for school improvement as we know there is a clear link between pupils' attendance and how well they perform at school.

Autumn 2024	Spring 2025	Summer 2025
94.12% actual attendance	94% actual attendance	91.65% actual attendance
3.36% authorised absence	4.24% authorised absence	3.44% authorised absence
2.52% unauthorised absence	1.76% unauthorised absence	4.91% unauthorised absence

Attendance Information

Holidays

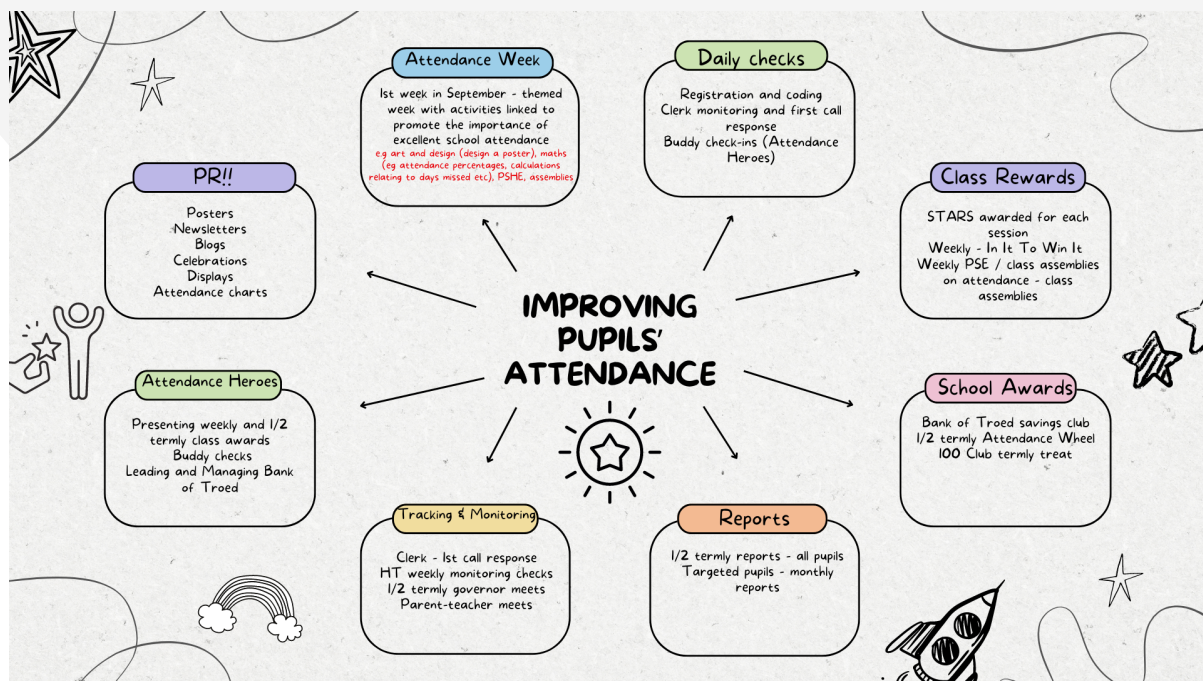
No holidays are authorised during term time, except for exceptional circumstances. Where families feel these may apply, they should apply for authorisation before leave.

We work closely with the local authority to monitor the attendance of all pupils and will either authorise the LA to fine parents or proceed for court.

Initiatives to promote attendance

Attendance Heroes are pupils who work with classes and lead assemblies to promote the importance of attending school regularly.

Weekly initiatives take place. The Wheel Of Fortune is used to award pupils with 100% attendance.





TROEDYRHIW COMMUNITY PRIMARY

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'Believe, Achieve and Shine Bright'

School Links with the Community, Business and Industry

The Welsh Government continues to champion the development of Community Focused Schools, and **Troedyrhiw Community Primary** is proud to embrace this vision. We work closely with our **Community Focus Schools Managers** and a range of supporting agencies to ensure our pupils, families and the wider community benefit from strong, purposeful partnerships.

This year, the school has once again strengthened its community links. We were delighted to receive recognition for our ongoing work and to be awarded '**Heart of the Community**', celebrating the positive impact our initiatives are having locally. Our commitment to community engagement continues to grow from strength to strength.

Working collaboratively within our school cluster, pupils have connected with wider networks to take part in a **Diversity Day** held in summer 2025, promoting the celebration of diversity and inclusion across the community. These experiences help our learners gain a deeper understanding of the world around them while fostering mutual respect.

Our community involvement also extends to environmental action. In partnership with **Keep Wales Tidy**, Year 4 pupils took part in a series of community clean-up sessions, helping to tidy the local park and surrounding areas of Troedyrhiw. Their enthusiasm and dedication made a visible difference, reinforcing our shared responsibility for the places we live and learn in.

A key element of our community work continues to be **Y Stryd Fawr**, our school-based initiative offering school uniform, seasonal clothing, fancy dress and a food bank. Families and community members are invited to 'pay what they can', with all donations reinvested directly back into the service.

Our **Community Champion, Ms Evans**, leads this vital area of school life, working closely with Community School Managers—particularly **Rebecca Monaghan**, supported by **Lisa Young**—to develop and strengthen local partnerships. Together, they help us provide training opportunities, welfare support, educational experiences and community events that benefit pupils, families and the wider community.

Existing links in the Community

We have strong links with **Afon Taf High School** and the other feeder primary schools. We aim to ensure a smooth transition for our Year 6 pupils as they move to their retrospective high schools. Visits are planned each year giving opportunities to attend a range of lessons. Liaison meetings take place between teachers of all cluster schools in a number of areas each year including – English, Welsh, Mathematics and Science. Pupils visit Afon Taf High School in the summer term to meet other children who will be attending the school. Transition activities include a mix of social and educational tasks. Summer 2025, Year 6 pupils participated in a cluster residential that created a wonderful opportunity for pupils to make friends with other Year 6 pupils who were also attending Afon Taf. This will become an annual event.

To support our younger pupils, we have also established strong links with pre-school settings. These mainly include TEDS and Trinity, although we liaise and link with other pre-schools whenever necessary.

We also provide link up nursery sessions to invite our pre-school pupils and their families into school. All new nursery pupils receive a home visit prior to starting school.



TROEDYRHIW COMMUNITY PRIMARY

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School Links with the Community, Business and Industry

Sports

We link with Merthyr college to support students with sports coaching and to provide students with work experience. We also have links with Cardiff Blues And Wales Athletics. There are links with the cluster schools and Urdd to provide opportunities for pupils to engage in competitive sports.

Industry / Business

We liaise with local businesses to support whole school projects and learners experiences. These include Stephens & George Charitable Trust, Larry the Songwriter, Upbeat Music Services, , Swansea First Aid (pupils first aid), Fire Service (cycling proficiency and balanceability) and Scoff 22 (catering and food hygiene). Older pupils visit the local council chambers and Senedd to learn about the role of ministers and decision-making processes.

Charity

We have a Funky Fundraising Group who help raise funds for national charitable events such as Children in Need and Red Nose Day. In addition to this, the group support local charities and these have include the Velindre Chicks Appeal and Cancer Aid Merthyr.

Cluster Schools

This year we continued to strengthen our valuable links with our partner primary schools and local high school, ensuring a smooth and positive journey for pupils as they move through each stage of their education. Our transition events for Year 5 and 6 pupils—ranging from taster lessons to enrichment days—gave children the chance to experience life at the next phase of their schooling in a supportive and welcoming environment. In addition, a wide range of sporting fixtures, music workshops, and joint celebrations brought pupils together to develop confidence, teamwork and new friendships. These collaborative opportunities not only help ease transition anxieties but also allow pupils to broaden their skills, discover new interests, and feel part of a wider learning community. Our ongoing partnerships continue to enhance the educational experience for all children involved.

Pre-school

Our partnership work with local pre-school settings remains a vital part of ensuring that children experience a smooth and confident transition into our nursery. Regular link-up meetings with key staff help children and families become familiar with our environment, routines and expectations long before they start. In addition, our home visits provide an invaluable opportunity for parents and carers to share important information about their child—their interests, strengths, dislikes and any specific needs—so that we can plan effectively and offer a truly personalised and positive start. These early connections enable us to focus on the essential skills children need for a successful beginning to school life, such as communication, independence and social confidence. By working closely with pre-school providers and families, we ensure that every child arrives feeling secure, understood and ready to thrive.



TROEDYRHIW COMMUNITY PRIMARY

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'Believe, Achieve and Shine Bright'

Curriculum Organisation and Teaching

At Troedyrhiw Community Primary, we continue to embrace the Curriculum for Wales requirement to provide learners with rich, meaningful experiences that help them grow both academically and personally. Our vision **Believe, Achieve and Shine Bright** sits at the heart of everything we do, guiding us as we nurture confident, curious and compassionate learners.

This year, we have placed an even stronger emphasis on **celebrating our local area**—its history, culture and natural environment. We value the heritage that surrounds us and use it to inspire learning across the curriculum, helping children feel connected to their community and proud of where they come from. Inclusion, respect and diversity remain central to our school ethos. We aim to create a learning environment where every child feels welcomed, valued and safe to express who they are. Our curriculum offers a variety of experiences that encourage children to understand and celebrate the uniqueness of others, while recognising the strengths they each bring to our school community.

A particularly exciting development this year has been the introduction of **British Sign Language (BSL)**. Learning BSL has strengthened communication, empathy and awareness across the school. Children are discovering new ways to interact and express themselves, and staff are learning alongside them—something that has further enriched our sense of togetherness.

We recognise that everyone learns in different ways, and our teaching reflects this. Rather than categorising pupils as particular types of learners, we strive to offer a vibrant, supportive environment where children can explore, take risks and develop their skills in a variety of ways. **We believe that every child holds talents waiting to be discovered**, and it is our privilege to help them recognise these strengths, believe in their abilities and continue their journey towards achieving their aspirations.

Our curriculum design focuses on the schools vision.

We want our children to develop as:

- **S**kilful, knowledgeable and ambitious learners
- **T**alented, creative and innovative learners
- **A**ctive, happy, healthy individuals who are confident in their own self-worth
- **R**esponsible, rights respecting learners who co-operate in partnerships locally and in the wider world.
- **S**uccessful and resilient life-long learners who aspire to be shining stars

Our **STARS** framework reflects the Welsh Government's Four Purposes and helps us shape a curriculum that truly supports every child to grow as a capable and confident learner. In line with the Curriculum for Wales, we design a bespoke learning journey that is meaningful, engaging and rooted in real experiences. We want our pupils to feel excited about learning—to be curious, inspired and full of a sense of wonder as they explore the world around them.

We work hard to create an environment where creativity can flourish and new ideas are encouraged. Across all areas of learning, children have opportunities to build on their key skills in **literacy, numeracy and digital competence**, applying them in ways that feel natural and purposeful. Through our topic-based approach, pupils also develop the **integral skills—creativity and innovation, critical thinking and problem-solving, personal effectiveness, and planning and organisation**—that help them grow into thoughtful, independent learners ready to thrive in an ever-changing world.



Curriculum Organisation and Teaching



Throughout the year, we offer a variety of opportunities for parents and carers to learn alongside their children. These moments allow pupils to showcase their skills and talents, giving families the chance to celebrate achievements together.

They also help to foster positive attitudes towards learning, creating a strong partnership between home and school and supporting every child's growth and confidence.

At Troedyrhiw Community Primary, our work with charities and this plays an important role in developing pupils' empathy, compassion and sense of responsibility. Through these experiences, children learn to understand the perspectives of others, appreciate the challenges faced by different communities, and consider how they can contribute positively to the world around them. These activities naturally support the cross-cutting themes of the Curriculum for Wales, including ethics and values, human rights and social justice, helping pupils to grow not only academically but also as thoughtful, caring citizens.



Outdoor learning is an important part of our curriculum. At Troedyrhiw Community Primary, pupils explore minibeasts and their habitats in our eco garden and develop a love for caring for the environment. Our school allotment also provides hands-on opportunities, with pupils working alongside community volunteers to grow and nurture plants, fostering responsibility and teamwork.



TROEDYRHIW COMMUNITY PRIMARY

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'Believe, Achieve and Shine Bright'

Additional Learning Needs at Troedyrhiw Community Primary

We are an inclusive school. Our aim is to provide bespoke learning that is accessible for all our pupils. We identify the needs of individuals and tailor lessons to meet those needs. For those pupils who are identified with additional learning needs, we work closely with other professionals to provide the best learning we can. In order to do this we liaise closely with pupils and their families to include them in their learning and design of activities.

Mrs H James and Miss H Richards are the Additional Learning Needs Coordinators (ALNCo's). They have full-time teaching commitment but allocated time to manage and support ALN across the school. The requirements of ALN reform have been fully implemented at the school.

Pupils who have IDPs under ALNET

As a school we have successfully followed the roll out of the ALNET Act and moved those pupils in the eligible year groups to Individual Development Plans (IDPs)

As an inclusive school, we ensure all pupils have one page profiles so that staff can take these into consideration when supporting all learners.

The transfer to the revised ALN system has been completed.

Inclusion Award

The IQM **inclusive school award** recognises the ongoing commitment by **schools** to provide the very best education for all children irrespective of differences. School has been awarded Centre of Excellence for its inclusive practices.

More Able and Talented

Troedyrhiw Community Primary recognises that all pupils have a talent - it is our responsibility to help discover talents and strengths and to nurture and develop them. The school's More Able and Talented Co-ordinator is **Mrs R Jones (MATCo)**. She liaises with staff, pupils and families to ensure the school develops and challenges more able pupils. For those pupils identified as most able, individual plans are developed.



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Welsh Language - Yr iaith Gymraeg

It is important that the children are taught Welsh as a second language. It enriches their knowledge and understanding of the culture and heritage of Wales. It develops their personalities and ability to contribute to the community giving them a sense of place and identity.

The aims of teaching Welsh at school are:

- To develop pupils knowledge, understanding and skills within an integrated programme of speaking and listening, reading and writing;
- To create a Welsh ethos within which to promote the teaching of the Welsh language;
- To create opportunities for children to enjoy the rich heritage of Wales;
- To offer children opportunities to perform and compete in Welsh during school Eisteddfods.

Cynefin

Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.

At Troedyrhiw Primary we also ensure that pupils are given the opportunity to learn about the welsh culture, welsh history and how these have helped shape Wales. We make the most out of our local area. We recognise and value the important of local history and how that has shaped our town, Merthyr Tydfil.





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Term dates

The term dates for 2025/2026 are as follows:

	Autumn Term	Spring Term	Summer Term
Term Start	01.09.25	05.01.26	13.04.26
Half Term Start	27.10.25	16.02.26	25.05.26
Half Term End	31.10.25	20.02.26	29.05.26
Term End	19.12.25	29.05.26	20.07.26

INSET days:

01.09.25

02.09.25

03.11.25

17.04.26

01.05.26

20.07.26





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Health & Safety

Health and Safety is of great importance to our school community - staff, pupils and the wider community. We recognise the importance of ensuring all our staff and pupils feel safe and happy. We endorse a number of measures to keep learners safe.

Healthy Lifestyles

We work closely with the Local Authority catering services to ensure pupils have healthy lunches. Meals are prepared and follow the Welsh Government guidance. We also provide a free breakfast club available to all our pupils, Reception to Year 6. During our lessons pupils learn about healthy meal choices and develop an understanding of what they need to do to lead healthy lifestyles. This includes the benefits of physical exercise. All pupils are given a variety of opportunities to engage in physical exercise, both as part of the curriculum and as after school activities.

Pupil Voice...Pupil Choice

We have several pupil voice groups. One group, 'Wellbeing Champions' has responsibility for the wellbeing and health and safety of pupils. They meet with senior leaders and governors to review school provides, support with initiatives to promote healthy eating and lifestyles. They also support the Junior road Safety Officers when addressing concerns with parking outside the school gates.





Health & Safety

Safeguarding

Our school Safeguarding policy outlines the Child Protection procedures our school follows. All staff receive annual updated information. In addition to this, senior leaders receive level 3 Safeguarding training. We have robust procedures in place, including safer recruitment and monitoring procedures. We work closely with supporting agencies, including Social Services and Early Help Hub to support families.

Risk Assessments

Throughout the year we carry out a number of risk assessments. The aim of risk assessments is to identify risks and either remove the risk or minimise it. There are a range of risk assessments carried out. These include:

- Classroom risk assessment
- Resource use assessments
- Playground and Playground equipment
- School trips
- Visitors
- Individual pupil or staff risk assessments.

We have a duty of care to ensure the school is a safe place for all. Mrs Roome has overall responsibility for Health and Safety.

Provision of Toilet Facilities

Our schools provides sufficient toilets for the number of pupils on roll. These toilets are cleaned on a daily basis, with extra checks carried out at lunchtime. There is a pupil disabled toilet in the Foundation Phase building.

Policies

All statutory policies have been reviewed and copies of these are available on the school website and upon request. Please contact the school with any other queries that you may have.

Help, Support and Guidance

Do you have any queries or concerns?

Would you like further information about education?

Do you have feedback you would like to share?

Would you like to be part of the school Community Hub?

We are a listening school and always looking to work with our families. Please let us help you. Contact class-teachers or the Headteacher (Mrs Roome).